

THE FUNCTIONING ON ACTUAL JOBS
OF THE TRAINING GIVEN BY
THE ATLANTA OPPORTUNITY SCHOOL

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PREFACE

This work was projected in the early Spring of 1933 at the Atlanta Opportunity School. The research and investigations were begun while the school was still in session and were carried on during the subsequent months of the summer vacation. Its aim was to determine the extent to which the training given by the Atlanta Opportunity School has functioned or is functioning on the jobs of its former trainees.

The writer wishes to thank all of the teachers of the Atlanta Opportunity School for their cooperation and assistance in furnishing information relative to the success, the places of employment, the characteristics, qualifications, etc. of their former students. I wish to express my appreciation especially to Mrs. Lorraine Crespo of the Beauty Culture Department, to Mrs. Edith Swearingen of the Trade Millinery Department, and to Miss Winnie E. Colvin, teacher of power-sewing-machine, comptometer, and bookkeeping-machine operations, for their respective contributions of the time and energy in visiting shops and in interviewing employers in company with the writer.

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I. INTRODUCTION

The object of this research is not to evaluate the vocational training given at the Opportunity School, but to determine the degree to which this training functions on the particular jobs which the trainees happen to get after they have left the school. The vocational training might be ideal in every way, and yet, it is possible for the trainees to be working on jobs where the training does not function to the highest degree.

In the past history of the school, frequent studies have been made to determine what are the needs of workers in the industrial life of the community. Frequent changes have been made in the curriculum of the school in an attempt to meet these needs. The present study is to determine to what degree we have actually succeeded in meeting these needs.

THESIS AIM, RESEARCH AND PROCEDURE.

The aim of this thesis is to conduct and report upon a definite research, seeking to determine the degree to which the training given at a certain institution functions on the jobs of its trainees.

This institution, the Atlanta Opportunity School, was founded February 21, 1921, with one teacher and a class of twelve employed pupils. These pupils were given part-time training, directly related to their jobs. Since that time the growth of the school has been very rapid and its activities have been greatly multiplied and extended. During the scholastic year just completed, from September 1932 to May 1933, it gave training to 2096 persons, with an average daily enrollment ranging from 700 to 1015. Its teachers, in the performance of their co-ordinating activities of placement and of visiting trainees on their jobs, have become cognizant of the fact that the training given was functioning satisfactorily on the jobs of these trainees. But never before, in the history of the institution, has a careful study been made or a research been conducted to determine the degree to which the training given has functioned on the jobs of its trainees. (See item I of the Appendix for "Comments on Historical Survey").

It is quite evident that where a trainee has secured a job calling into use all of the subjects in which he received

training, that the functioning power of this training is great. (See Item IV of the Appendix for "Subject Content of Trade Courses at the Atlanta Opportunity School").

Where there is not such a close correlation between the training received and that used on the job, there is a less functioning power.

Some of the trainees graduated and took the complete list of required subjects in commercial courses, beauty culture, trade millinery or trade sewing. The functioning power of the training received by each of these has been evaluated by considering the ratio of the training being used on the job to the training given at the school. The data in the following pages show how many of these there were.

Other trainees, many of whom were employed, took training in only one or two subjects for which they had a special need on their jobs or which were necessary to secure certain jobs which they could not otherwise have obtained. In such cases the functioning power of their training was rated high. Examples of such training in special subjects are to be found among those who took only shorthand or typing or dictation or comptometer or power machine operation or salesmanship. The data in the following pages show a number of such cases. In cases where trainees took a number of subjects which they were not using on their jobs, their ratings were low. The functioning powers of the training received by a few were rated at zero or very low. These were cases in which trainees were found to be following a line of work different from that for which they were trained. But most of the trainees were

found to be following jobs directly in line with the training which they had received.

For some time the various teachers in the shops and class rooms, while serving the interests of their pupils in co-ordinating activities and in placement and follow-up work, have learned of many instances where the training given has functioned on the jobs of their trainees. The principal and members of the office force are also acquainted with many of these instances. But it has been deemed wise to make a systematic study and follow-up of a number of our trainees to determine, if possible, to what extent the training given has functioned or is functioning on their respective jobs. This information, thus obtained, is valuable in connection with the administration and supervision of the affairs of the school. It calls our attention, more forcibly, to the demands upon the employees in the various trades and industries and to the degrees in which we are meeting these demands.

It is beyond the scope of this paper, as well as impossible in the limited time available, to investigate the cases of any considerable number of the trainees who have attended the Atlanta Opportunity School. I limited my research to those who were reported to be working and who attended the school during or since the scholastic year of 1928-1929. There were some outstanding examples of successfully employed trainees who attended school previous to this time, but I did not include them in our investigation. I investigated only those who were reported by the teachers, or who were shown by the office records to be working, since the object of the research

was to find out to what extent our trainees were utilizing their training on their jobs, and, if they had no jobs, the investigation would naturally give us few facts of material value.

One of the methods by which information was secured was by the use of a questionnaire, a copy of which is shown later in this report. I mailed copies of this to many former trainees. The number, who filled in and returned these questionnaires was fairly satisfactory in the cases of those who had taken commercial courses, beauty culture and trade millinery. Of those who had taken commercial courses, fifty submitted questionnaires. The data from these questionnaires was tabulated and studied rather carefully.

In like manner the data was tabulated from the questionnaires of those who took beauty culture, trade millinery, trade sewing and calculator operations. In the cases of the trades, the questionnaires were not filled out nearly so well as they were among those who had taken commercial courses. In order to secure the information desired, in these cases I visited places of employment, interviewed the employers and talked with the employees on their jobs or over the phone. In many of the beauty culture shops and millinery shops, it was possible to interview the employees on their jobs. But among the power machine operators this was not possible. Their employers were interviewed and I gained other information from the employees over the phone or by letters.

From workers in some of the trades it was almost impossible to get replies to questionnaires. Much of the information

concerning the work of these former trade students was obtained through the trade teachers and the school records. The trade teachers were able to furnish reliable information as to what their trainees were doing or had been doing, because of the past activities of these teachers in placement, in following-up and in co-ordination. Contact was established with these workers or their employers to find out whether they were still employed.

Much of the information obtained was checked by comparison with the trainees' permanent record cards in the school files. Data was verified by looking up school records.

All of the trainees investigated had been employed and the great majority are now employed. But some have just recently lost their jobs on account of the industrial depression, and others could not be contacted because of a change of home address or change of places of employment. Where these people have had recent employment, of which we have definite information, they were included in the study.

The questionnaires, which were sent out, requested information relating to the trainees' work at the Opportunity School, their previous training, present employment, employment before attending the Opportunity School, the results of this training on the job, what training was or is being used on the job, the reasons for attending the Opportunity School, how many are being supported by the trainees and a space for "Remarks". (See Item V of Appendix for a "Copy of the Questionnaire Sent Out to a Number of Atlanta Opportunity School Trainees").

A few questionnaires, which were somewhat more elaborate than this, were sent out at first. I found that our trainees were not quite so readily disposed to fill in a long questionnaire as a short one, so it was condensed into the form shown in Item V of the Appendix. This first questionnaire contained the request, "Name some of the personal and physical characteristics which your job demands in order to be successful". The replies to this were interesting and well worth-while. Another request in the first questionnaire was "If you can make suggestions as to how our training can be improved without material increase in cost, make these suggestions on the back of this sheet". The majority of trainees to whom this questionnaire was sent made no reply, some said "None", some took occasion to praise the school for the practical courses being given, but not one offered a suggestion as to how to improve the training.

It is, of course, well understood that the use of the questionnaire alone to secure information is inadequate and has its many faults. It is not reliable. But in this case we have other sources of information, as the school records and individual record cards of trainees, giving the subjects taken at the school, the subjects completed, the grades given in these subjects, the previous educational background and the business or vocational experience of the trainee. The teachers contributed the knowledge which they had secured through placement and co-ordinating activities. Some students volunteered information. The employers were interviewed in many cases. Many trainees were contacted in their places of

employment. Friends and relatives were consulted over the phone.

The information, thus accumulated, was compiled and checked against that given in the questionnaires, so that we feel that this information is authentic and reliable.

As this thesis deals with researches and reports relative to the jobs of trainees who received training in several different and independent trade courses, the body of the thesis is broken up into a number of Chapters. Each of these Chapters deals with an independent trade group.

II COMMERCIAL COURSE

A. DATA FROM QUESTIONNAIRES, SCHOOL RECORDS AND OTHER SOURCES.

The information from fifty questionnaires, which were returned, was tabulated on a large sheet of paper, this information being placed in appropriate columns, headed:--

1. Name, Age, Address, Phone
2. Training at Atlanta Opportunity School:
Date, Length of Time, Course Taken, Subjects Taken, Graduation.
3. Opportunity School Subjects Now Being Used on the Job.
4. Percentage of Functioning of these Subjects on Jobs.
5. Previous Education--Grade and Date of leaving Regular School.
6. Present Employment--Firm, Position, Length of Service, Dates, Hours per Day, Salary, Cuts, Promotions, Increase in Pay, Job secured before or after attending Opportunity School.
7. Employment Previous to Attending Opportunity School--Firm, Position, Length of Service, Dates, Salary.
8. Whether Opportunity School Helped to Secure Job.
9. Attribute Success in Holding Job to Opportunity School Training.

10. Reasons for Attending Opportunity School:

- a. Promised Employment
- b. To Become More Efficient on Job
- c. Special Job in View
- d. Promotion Hoped For
- e. Compelled to Go to Work
- f. Fear that Work Would Become Necessary

11. Number in Family, Number Working, Number being Supported.

12. Whether now Employed.

13. Whether Worked Constantly since Attending Opportunity School.

14. Jobs Held Since Attending Opportunity School.

15. Whether Part Time Worker While Attending Opportunity School.

It has not been considered unnecessary to incorporate this tabulation of data into the body of this thesis because of its bulk and because much of it is of a confidential nature, such as salaries, cuts, ages and identity of workers. The questionnaires, from which much of it was compiled, are on file in the office of the Atlanta Opportunity School and may be consulted in order to verify any of the following statements or conclusions.

Fifty commercially trained workers submitted questionnaires. (See Item VI of the Appendix for "Commercial Workers, Trainees of Atlanta Opportunity School Who Submitted Questionnaires").

From a tabulation of data, compiled from these question-

naires of commercially trained workers and from the school records concerning these workers, interesting facts are apparent, as shown in Table I.

Table I -- Data Concerning Commercial Course
Trainees

Ages: Range 17 yrs. to 40 yrs. Average, 24 yrs.	
Year of Attendance:	
1 during scholastic year 1928--1929	
3 during scholastic year 1929--1930	
5 during scholastic year 1930--1931	
15 during scholastic year 1931--1932	
15 during scholastic year 1932--1933	
9 during two or more scholastic years from 1928--1929	
Duration of Attendance: Range, 3 years to 1 month, Average, 7½ months.	
Number of Subjects Each Took: Range, 9 to 1 subjects, Average, 4.2 subjects.	
Number of Subjects Each Uses on Job: Range, 9 to 0 subjects, Average, 3.3 subjects.	
Number who took only 1 subject - - - - -	24%
Number who took only 2 subjects - - - - -	10%
Number who took more than 2 subjects - - - - -	66%
Number using shorthand on their jobs - - - - -	60%
Number using typing on their jobs - - - - -	66%
Number using bookkeeping on their jobs - - - - -	24%
Number using all subjects taken at Opportunity School on their jobs - - - - -	48%
Number using half or more of these subjects on their jobs - - - - -	82%
Number using one fifth or more of these subjects on their jobs - - - - -	92%
Number using none of these subjects on their jobs - - - - -	8%

Time on Present Jobs, 10 yrs. to 2 weeks.
Average, $2\frac{1}{4}$ years.

Number who have worked continuously
since attending the Opportunity School - 86%

Number who have worked at only one
job during this time - - - - - 84%

Number who are now employed - - - - - 90%

Number who are now temporarily out of
employment - - - - - 10%

Number who graduated from the Opportunity
School - - - - - 30%

Number who took part-time courses
while they worked - - - - - 52%

Number who had taken courses between
jobs - - - - - 12%

Number who had never been employed
before attending the Opportunity School - 36%

Number who got jobs before finishing
the Opportunity School - - - - - 36%

Number who got jobs after finishing the
Opportunity School - - - - - 46%

Number who got jobs while attending the
Opportunity School - - - - - 18%

Hours per day on Jobs, 11 to 6 hours.
Average, 8 hours.

Salaries: Range, \$130 to \$16.00 monthly.
Average, \$62.25 (72% reported salaries, 28%
did not.)

Number who reported cuts during
depression - - - - - 36%
(There were probably other cuts but they
were not reported)

Number who received increase in pay
while or after attending the Opportunity
School - - - - - 20%

Number who received promotions while or
after attending the Opportunity School - 12%

Number who stated that their training at the Opportunity School helped them to get jobs - - - - - 54%
(This includes practically all students aside from the Part-time students who already had jobs).

Number who attribute their success in holding their jobs to the training they received at the Atlanta Opportunity School -66%
(Practically all students, who have lately obtained jobs, attribute their success in holding these to their training at the Opportunity School).

In giving their reasons for attending the Opportunity School:

18% state that they had jobs promised to them, for which they needed the training.

34% state that they had special jobs in view, which they believed they could get and for which they needed training.

28% state that they needed the training to hold or fill more efficiently the jobs they already had.

22% stated that they had in view a promotion which they believed they could get and for which they needed training.

40% stated that they took the training because they felt that they were compelled to go to work at once.

4% stated that they took the training for fear that it might be necessary for them to go to work.

The average numbers in the families of the trainees - - - - - 4 persons

The average number of these working-1.5 persons

The average numbers whose support is being contributed to by a trainee - 2.2 persons

In the case of 12% of these former students, there are no other members of their families who are working and there are on an average 4 in these families

Number who graduated from college - - - 6%

Number who discontinued in 3rd year at college - - - - - 2%

Number who discontinued in 2nd year at college - - - - - 6%

Number who discontinued in 1st year at college - - - - -	10%
Number who discontinued as High School Graduates - - - - -	38%
Number who discontinued in 11th grade -	8%
Number who discontinued in 10th grade -	6%
Number who discontinued in 9th grade -	2%
Number who discontinued in 5th grade -	4%
Number not reporting former training -	18%
The permanent record cards of these former students at the Atlanta Opportunity School show that:	
Number of A grades given 261	
Percentage of total - - -	77%
Number of B grades given 62	
Percentage of total - - -	18.3%
Number of C grades given 15	
Percentage of total - - -	4.7%

The majority of these former pupils, under the head of "Remarks" on their questionnaires, made statements relative to what the Atlanta Opportunity School had done for them. I hereafter quote 28 of these statements from the 50 questionnaires studied and tabulated.

B. CONCLUSIONS

As I read the questionnaire of each trainee, I attempted to evaluate the functioning power of his training by finding the ratio of the number of Opportunity School studies he utilized on his job to the number he took at the Opportunity School. In doing this, I took into consideration several modifying factors, as follows:

1. Many trainees made statements that they were enabled to get their jobs and to hold their jobs because of the training received at the Opportunity School.
2. Many of the trainees did not specifically state that they were using their training in such subjects as Business English, Spelling, and Office Practice, in the same way that they mentioned typing and shorthand, when, as a matter of fact, they were using these subjects unconsciously every day of their lives.
3. Some trainees listed subjects which they had used on their jobs since leaving the Opportunity School but were not using at present.
4. Other trainees stated that it had been necessary for them to know certain subjects which they studied in order to secure jobs in the face of competition, but that they were not now actually using these subjects on their jobs. For this reason they considered that the working knowledge of these subjects had contributed directly to their success.

Some of these fifty trainees were using all of the training which they received on their jobs and were rated 100%, a few were using none of it and were rated 00%. The exact degree to which the training given each trainee at the Atlanta Opportunity School is functioning or has functioned on the job was difficult to determine with a great deal of mathematical precision.

However, I did evaluate each, taking into consideration the above mentioned four modifying factors. These percentages

I added and divided by the number 50 to get an average.

The average per cent of functioning power of the training of the Opportunity School on the jobs of its fifty trainees in the Commercial Course was estimated, in this manner, to be 81%.

As an illustration of how I rated each trainee, I take Trainee 6.C. as a concrete example:

The trainee states that she took the secretarial course for nine months, completed and received certificates in all subjects and graduated. She states that she took 7 subjects, which were Shorthand, Typing, Business English, Arithmetic, Spelling, Filing and Bookkeeping. Later, in two places in the questionnaire, she states that she is using on her present job, 7 subjects which are, Shorthand, Typing, English, Spelling, Filing, some Arithmetic and Bookkeeping. She says that she is performing all the duties of a legal secretary, handling correspondence and doing general office work.

Functioning Power equals:

$$\frac{\text{number of subjects being used on job}}{\text{number of subjects taken at School}} = \frac{7}{7} = 100\%$$

Since she states that she sometimes uses arithmetic and bookkeeping, we will lower this to 98%.

That this functioning power is high is evidenced by her statements:

1. "I have been employed full time for 24 months since graduating."
2. "I had no previous experience at all."
3. "I would have been absolutely incompetent to hold any job I have had without this business training."

4. "Without my training at the Opportunity School, I would have been unable to apply for any job I have had."

That the degree to which these trainees are using their training is high may be seen from the following data, condensed from that above given and illustrated in Table II.

TABLE II. CONDENSED DATA CONCERNING COMMERCIAL
COURSE TRAINEES

Number using typing on their jobs - - -	66%
Number using shorthand on their jobs - -	60%
Number using all of the subjects taken on their jobs - - - - -	48%
Number using half or more of the subjects on their jobs - - - - -	82%
Number now employed - - - - -	90%
Number who have worked continuously since attending the Opportunity School - - -	86%
Number who took part-time courses while they worked - - - - -	52%
Number who stated that their training enabled them to get jobs. (This was practically all aside from those who already had jobs) - - - - -	54%
Number who attribute their success in holding their jobs to their training at the Opportunity School - - - - -	66%

C. WHAT OUR TRAINEES SAY.

The fact that the Atlanta Opportunity School has continued to grow from year to year proves that the trainees are getting what they want and need on their jobs. If they

had not gotten what they needed on their jobs, others would have found it out and the school would not have prospered long. But the average daily attendance has increased 67% in the last two years with almost a new student body each year. The attendance is entirely voluntary. The goals that beckon on are preparations for jobs and not preparations for graduation with entrance credits to college. Many of our students state that they come to the Opportunity School because they have heard former trainees tell how its training has helped them on their jobs. The statements of these former pupils, most of whom are now working, and all of whom have been employed, are strong testimony to the high functioning power of their training at the Opportunity School on their particular jobs.

For that reason I feel justified in quoting from the remarks which most of the fifty students made on their questionnaires. In order that these quotations may be verified I have marked on the fifty corresponding questionnaires in my files the words "Trainee 1.C.", "Trainee 2.C", etc. to "Trainee 50.C.", inclusive.

Trainee 2.C.--"I took typing for about a month, but due to overtime work at the office, I was forced to give it up. But I secured an instruction book and am continuing my course at the office. I need the training so much in my work. I have received a promotion to the head of my department."

Trainee 3.C.--"My typing and shorthand have enabled me to hold a secretarial position for the past year and a half. We did not have time to complete the course before school was over in June. I finished up my typing at home and took a few private shorthand lessons to finish the work."

Trainee 5.C.--"I found a deep personal interest in the welfare of each student present manifested in the actions

of the faculty and office heads. Their continued efforts and encouragement made it possible for me to gain confidence and their thorough systematic instruction caused me to get a job and hold it until I was forced to move with my family away from Atlanta and I had to give up my job."

Trainee 6.C.--"Without my training at the Opportunity School, I would have been unable to apply for any job I have had. I would have been absolutely incompetent to hold any job I have had without this business training. I consider your 'Secretarial Course' the most valuable lessons I have ever taken. I am performing all the duties of a legal secretary, including dictation, typing, filing, handling correspondence and doing general office work."

Trainee 7.C.--"My work at the Atlanta Opportunity School has surely meant a lot to me and it helps me every day in my office duties. Your training is very well organized, as it is, and is doing such a lot of good for Atlanta in general and is not running in opposition to any of the other schools because the work is so different."

Trainee 9.C.--"Had it not been for the training I received at Opportunity School, I could not have held my present position."

Sometimes new devices, new apparatus and new methods are introduced into industry and it is much better to prepare one of the employees of a company by a little intensive training to meet the new situation than it is to bring in outside specialists not in sympathy with or adjusted to the occupational atmosphere and the purposes of the organization. Note the case of Trainee 10.C

Trainee 10.C.--"I appreciate very much the training I received at the Opportunity School. I have fitted myself in four months for a position that I could not have held had it not been for your training. I was put in charge of our new tele-typewriter service and as I did not know the touch system, I called on you people for help. Later on I had to give instruction on these machines. If it had not been for my fore-thought and your kind assistance, I would not have been able to handle my job in an efficient manner."

Trainee 11.C.--"Your English course trained me more than did my high school course in several ways,--it was more interesting, more exacting and easier to grasp. Your

training helped me develop self-confidence and accuracy."

The Opportunity School is serving many persons who, because of sickness, financial embarrassment or Providential reasons, have had to drop out of the regular schools at an early age. Many of these are enabled to secure good jobs and earn a livelihood. Note the case of Trainee 12.C.

Trainee 12.C.--"I feel that I owe a great deal to the Opportunity School and to the wonderful teachers they had while I was there. I did not go to school or have any sort of training from the time I was eleven years old until I was almost sixteen on account of sickness. When the doctor pronounced me cured I was too old to go back to regular school and I couldn't afford a Private School. After hearing several people tell of the Opportunity School I decided to go there. One of the teachers, Mrs. Norris, helped me to secure a job a month before I graduated. If it had not been for the training I received at the Opportunity School I could not have held it. I have held my job for three years. I came from an Orphans Home."

Trainee 14.C.--"My training at Opportunity School in shorthand made the obtaining of my present job possible. I was unable to obtain any kind of work, except of a temporary nature, until I could qualify for stenographic work."

The training given by the Opportunity School is invaluable to people who have lost their jobs and need just a little training along some specific line to make them competent to fill a new job of a slightly different nature. After adjustment, they bring to the new job all the business experience gained on the old job. Note the case of Trainee 15.C.

Trainee 15.C.--"I lost my last position with a bank and after hunting a position several months I had given up getting a job in my line of work, because the depression had caused the Banks everywhere to run with a minimum force of employees. Most of the newspaper advertisements called for people with a certain degree of skill as typists, so in May 1932 I enrolled in the Opportunity

School. As the term was nearly over I did not get far. I accepted a temporary vacation relief job with the Burroughs Agency Employment Service. While on this temporary job I learned that a good typist was an asset in any large office. They promised me a job if any regular job turned up. So I decided to go back to the Opportunity School. I was off only a week when they called me back to a job which required a great deal of typewriting. I am still on the same job and believe that my uncompleted typewriting course has been a great help to me."

Trainee 19.C.--"By attending the Opportunity School I secured my first job and by taking the subjects offered I was able to hold it."

Trainee 21.C.--"I could not possibly hold my present job without the training I obtained at the Opportunity School. It requires commercial training. My work at present is entirely of what I learned at the Opportunity School. I will always be grateful for the privilege I had of attending the Opportunity School."

We have a few former students who are salesladies in stores who assure us that their business training helped them to secure their jobs and that the English, spelling, and mathematics has enabled them to meet the requirements of their jobs. Note the case of Trainee 22.C.

Trainee 22.C.--"The training at the Opportunity School helped me secure my job as salesgirl at S. H. Kress & Co. because we are required to have a business training. I have to know how to speak good English and to have ability in arithmetic and spelling."

Trainee 23.C.--"Without my training at Opportunity School, I should have never had self-confidence enough to even apply for a position. It meant practically everything to me."

Trainee 25.C.--"Since it had been over ten years since I had studied shorthand and I had used it very little during that time, I found it necessary to review as I was being given much more dictation. I attribute my success in holding my job to my training at the Atlanta Opportunity School."

We have had a large number of employed people who have had difficulty in adjusting themselves to some particular condition on their jobs. They came to us for a short period

of time, took possibly one subject, were enabled to overcome their difficulties and succeeded in holding their jobs. Note the case of Trainee 28.C.

Trainee 28.C.--"My work at the Opportunity School was of invaluable assistance to me in taking the dictation of a very rapidly speaking employer and I appreciate this assistance and hope that the school will be continued indefinitely. It is of immeasurable help to the people of our City who have to work and need this assistance."

Trainee 29.C.--"By entering the Opportunity School I was able to further the bit of training I had had in high school. Were it not for the Opportunity School, I would have been unable to do so; therefore any success I may have now and in the future, I attribute to my schooling at the Atlanta Opportunity School. The duties of my present job are compiling information, typing, filing, correspondence and bookkeeping."

Trainee 30.C.--"I have been handicapped for several years by not having shorthand. The training in shorthand and typing which I received at the Opportunity School certainly helped me in securing my present position."

Trainee 32.C.--"I graduated at Girls' High School. Although I received some business training at Girls' High School, I received the most needed training for my present job at the Opportunity School. All subjects that I studied at the Opportunity School helped me to get my job."

An illustration of the peculiar service being rendered by the Opportunity School to persons who have dropped out of the schools at an early age and for some unforeseen reason find themselves out of a job and unprepared to get another job may be seen in the case of Trainee 34.C.

Trainee 34.C.--"I left the regular schools when I was in the fifth grade at the age of twelve. I was employed in the Railroad Service as trainman for six years previous to attending the Opportunity School. I had an accident. The loss of my lower left limb incapacitated me physically in this line of work. My success in the position which I now hold is due entirely to the training I received at the Opportunity School. I could neither have secured nor held the position I now have without this training."

Trainee 39.C.--"Due to my stenographic training, for which I am most grateful, I was able to fill satisfactorily the position of stenographer. Finally I became bookkeeper, thus increasing my salary, experience and training in the business world."

We have some college graduates among our students. After spending four years at college they find that they have no training to meet the demands of the business world. They have no funds for further training. They are liable to become discouraged and despondent. It would be a waste of public money and of their own hard earned savings not to afford these people the opportunity to turn their abilities to practical use by a few extra months of intensive training. It would appear to be almost a crime not to provide an opportunity for these highly educated and trained people to utilize their unusual abilities in a practical way. The Opportunity School is meeting the challenge of the situation. Note the case of Trainee 40.C.

Trainee 40.C.--"You may see just how strongly I feel for the Opportunity School in the attached letter. Even though I finished Emory University in December of 1931, I could not get a job, because I had had no business experience or practical education. For about six weeks I looked in vain for a job. I was not in a position to get a job nor did I qualify in any way for the business world. The Opportunity School was my only hope. I entered it and in three months I found a job. I feel that all of the subjects taken at the Opportunity School helped me to get my first job, as well as the one I now have. I used typing, bookkeeping and shorthand on my first job."

Trainee 43.C.--"My attending the Atlanta Opportunity School not only helped me learn but has prepared me for a better job. I have not yet completed all the subjects I have begun, but I hope to return in September. I would have been a failure if I had not attended."

Trainee 44.C.--"I entered the Opportunity School to

review Gregg Shorthand and, at the same time, I took the bookkeeping course, which I did not finish. The work I did in bookkeeping, however, helped me in the position I held. The Atlanta Opportunity School helped me to put myself in a position to take dictation after I had been out of office work for over ten years, and at a time when I had no funds to take a review course at a business college."

Trainee 45.C.--"The training I received at the Atlanta Opportunity School has been the sole cause of my having my present position. Until I attended this school I could not do bookkeeping or take shorthand. These are the two main subjects used. I could not afford to go to High School, so I attended the Atlanta Opportunity School. It is one of the finest of schools and has done more for the unfortunate than any other institution."

Trainee 48.C.--"Two weeks from date of graduation, I secured my present position and because of the thorough training I received I have held same to the entire satisfaction of my employers. They assure me an increase in salary as conditions improve. Having married at an early age, I was deprived of a High School education. As the mother of five children, I was compelled to go to work. Words cannot express my gratitude to the Opportunity School. The training received there has revolutionized my life, by enabling me to earn a salary to assist in caring for my five children and in educating them."

Trainee 49.C.--"I was unable physically to continue in High School and was financially unable to secure a business course elsewhere. The Opportunity holds a very dear place in my heart and is the sole cause of my being financially independent."

III BEAUTY CULTURE COURSE

A. DATA SECURED FROM VISITS, QUESTIONNAIRES, SCHOOL RECORDS, ETC.

The following trainees from the Beauty Culture Course, mostly graduates, were definitely traced and found to be working at their trades:

Class of 1928-1929

Mrs. Virginia Allen

Delma Legrand

Frances Holder

Lorene Wimberly

Class of 1929-30

Verda Coleman

Mrs. Mae O'Donnell

Mrs. J. D. Cornwall

Freddie Williams

Mrs. Edna Green Sutton

Catherine Youngblood

Mrs. H. L. Hopkins

Class of 1930-31

Jimmie Aiken

Cathleen Robinson

Emmie Harper

Imogene Tyson

Class of 1931-32

Grace Beard

Buelle Byrd

Mrs. Mathe Morgan Smith

Gladys Wallace

Rowena McGill

Paula Williams

Mrs. Delma Neil

Class of 1932-33

Rosa Arnold

Mrs. Iris Hosch

Nellie Ashburn

Pazette Johnson

Katherine Y. Austin

Etoyle Langston

Grace Eskew

Martha Cox

Irene Daniel

Elizabeth Mayo

Grace DeVane

Norma Settle

Edyth Hamrick

Catherine Treadway

Rowena McGill

The following shops enumerated in Table III are
employing one or more of our trainees:

TABLE III. BEAUTY PARLOR SHOPS EMPLOYING ATLANTA
OPPORTUNITY SCHOOL TRAINEES

J. P. Allen Beauty Shop
Davison Paxon Beauty Shop
Rich's Inc. Beauty Shop
Marie Beauty Salon
Beauty Bob Salon
Diana Dean Beauty Shop
Hills Beauty Salon
Jeans Beauty Shoppe
Anthony's Wave Shop
Bowles Beauty Shop
Elmo Sales Corporation
Leo's Barber and Beauty Shop
Bream Beauty Shop
Carroll Beauty Shop
Alverson Arcade Barber Shop
Sylvan Hills Beauty Shop
Cox Carlton Hotel Beauty Shop
Stevensons Beauty Shop

Of the 1928-29 Class

The number who secured jobs immediately in
Beauty Culture - - - - - 15

The number of these whom I found employed
in Beauty Culture - - - - - 4

Of the 1929-30 Class

The number who secured jobs immediately in
Beauty Culture - - - - - 11

The number of these whom I found employed in
 Beauty Culture - - - - - 7

Of the 1930-31 Class

The number who secured jobs immediately in
 Beauty Culture - - - - - 11

The number whom I found employed in Beauty
 Culture - - - - - 4

Of the 1931-32 Class

The number who secured jobs immediately in
 Beauty Culture - - - - - 13

The number of these whom I found employed
 in Beauty Culture - - - - - 7

Of the 1932-33 Class

The number who have secured jobs and whom
 I find are employed in Beauty Culture - - - 15

The total number whom I have definitely traced,
 who have been trained since September 1, 1928 and
 who are now working at their trades - - - 37

Some others have lost their jobs, have given up
 their jobs, have married, have moved away from Atlanta
 or have broken contact with us for some other reason.

Of the above number of employed Beauty Culture
 Operators the number who submitted questionnaires was
 nineteen. The data from these questionnaires was tabulated
 under headings similar to those heretofore enumerated and
 the following interesting facts are apparent, as shown in
 Table IV.

TABLE IV. DATA CONCERNING BEAUTY CULTURE TRAINEES.

Ages: Range 18 years to 30 years. Average 23.4 years	
Year of Attendance: 11.1% during Spring of 1929	
5.5% during Fall of 1929	
33.3% during Fall of 1931	
11.1% during Spring of 1932	
38.8% during Fall of 1932	
Duration of Attendance at Opportunity School: Range 3 months to 9 months. Average 5.2 months	
Number of graduates - - - - -	18
Number not graduating - - - - -	1
Average per cent of subjects functioning on job - - - - -	
97%	
Number who previously took one year of college - - - - -	
12.5%	
Number who only graduated from High School - - - - -	
50.0%	
Number who did not finish High School -	37.5%
Time on Present Jobs: Range 1 year to 3 years	
Average 1 year	
Number who submitted questionnaires - -	19
Number securing jobs after taking course in Beauty Culture - - - - -	
12	
Number securing jobs while taking course in Beauty Culture - - - - -	
5	
Number securing jobs before taking course in Beauty Culture - - - - -	
2	
Number who had worked in Beauty Shops before taking course - - - - -	
2	
Number who had worked in other fields before taking course - - - - -	
6	
Number who had never worked before taking course - - - - -	
11	
Number now temporarily unemployed - - -	
3	

Number who have been continuously employed since graduation - - - - -	15
Number who have had only one job since graduation - - - - -	13
Number who have had two jobs since graduation - - - - -	4
Number who have had more than two jobs since graduation - - - - -	2
Number who state that they attribute their success in their present jobs to the training they received at Atlanta Opportunity School - - - - -	100%
Number who state that they attribute their success in holding their jobs to the training they received at Atlanta Opportunity School - - - - -	100%
In giving their reasons for attending the Opportunity School:	
Number who stated that they had jobs promised to them for which they needed the training - - - - -	8
Number who stated that they needed the training in order to hold or fill more efficiently the jobs they already had -	2
Number who stated that they had specific jobs in view, which they believed they could get and for which they needed the training - - - - -	2
Number who stated that they took the training because they felt that they were compelled to go to work at once -	12
The average number in the families of the workers - - - - -	3.3
The average number of these working -	2
The average number whose support is being contributed to by the Beauty Culture Operators - - - - -	2

The following, Table V, gives some of the Beauty Culture Shops which I visited, conferring in most cases with the employers and with our trainees there on the job.

TABLE V. BEAUTY PARLOR SHOPS CONTACTED DURING RESEARCH

' Marie Beauty Salon	'
' Davison Paxon's Beauty Shop	'
' Beauty Bob Shop	'
' Green's Beauty Shop	'
' M. Rich's Beauty Shop	'
' J. P. Allens Beauty Shop	'
' Bowles Beauty Shop	'
' Alverson's Arcade Barber Shop	'
' George's Beauty Shop	'
' Sylvan Hill's Beauty Shop	'

C. CONCLUSIONS

The extent to which the training in Beauty Culture functions on the job is high. As I read each questionnaire and as I interviewed the trainees and their employers, I attempted to evaluate the functioning power of each worker's training by finding the ratio of the training utilized on the job to that received at the Opportunity School. In a great many cases this was practically 100 per cent. The trainees claimed that they were utilizing all of the training they had received in a very practical way every day on their jobs. The great majority seemed to think that the course in related subjects, as given in the "Cosmetiste", was very valuable to them. Some few were specializing in certain things, as manicuring, finger waves, or marcel. But the majority were all-round operators, making use of all the training which they

received. Some few were serving in lines beyond or outside of their training, as in trimming hair, giving heat treatments in permanent waves, etc. All who answered the questionnaires were very emphatic in their statements that the training that they had received at the Opportunity School made it possible for them to secure their jobs and they attributed their success in holding these jobs to this training.

The average per cent of functioning power of the training of the Opportunity School on the jobs of its trainees in the Beauty Culture department who submitted questionnaires was estimated to be 97%.

The following is a list of the desirable characteristics in a beauty culture operator, according to the ideas of our former trainees who are now on the job. These are listed in the order of their frequency, i.e. good health was mentioned more frequently than was any other characteristic. These characteristics are enumerated in Table VI.

TABLE VI. DESIRABLE CHARACTERISTICS IN A BEAUTY PARLOR OPERATOR.

Good health	Punctuality
Cleanliness	Courtesy
Neatness	Speed in work
Efficient work	Correct English
Personality	Patience
Cheerfulness	Perseverance
Tact	Poise
Business ability	Talent
Salesmanship	

May I state that in the Beauty Culture Shop at the Opportunity School and in the study of the "Cosmetiste" and related subjects, emphasis is laid on the above characteristics, which were named by operators now on the job. The teacher in Beauty Culture is attempting to maintain a vocational attitude and shop atmosphere in connection with her training that will continually call attention to the value of these qualities.

Mr. C. A. Morrison, chairman of the State Board of Barber Examiners, is well pleased with the results of our training. He states that our graduates are doing well in every case where he has come in contact with them. He states that the related work given in the "Cosmetiste" prepares well for the state examination for licensing beauticians. I have had several conferences with Mr. Morrison during the year.

C. WHAT OUR BEAUTY CULTURE TRAINEES SAY.

As I believe that the "Remarks" of a majority of our trainees in Beauty Culture, who sent in questionnaires, bear strong testimony to the degree in which our training has functioned on their jobs, I quote extracts from some of these statements below.

The individual operators have been marked "Trainee 1.B." to "Trainee 19.B" inclusive, on the questionnaires which are on file in the office of the Atlanta Opportunity School.

Trainee 3.B.--"The Opportunity School made it possible for me to get a Beauty Culture Course, without which I would not have been able to hold a job. Opportunity

School prepared me completely for my job as a Beauty Parlor Operator."

Trainee 4.B.--"My training at the Opportunity School has meant a good job to me that otherwise I would not have had."

Trainee 6.B.--"I feel I wouldn't be capable of operating and holding the job I have without the training I received at the Opportunity School."

Trainee 8.B.--"I thank the Opportunity School for fitting me for work so that I may earn my own living. I think it is certainly necessary to the Atlanta School System."

Trainee 9.B.--"Without my training at the Opportunity School I could not hold my present job. It is the most complete course of its kind in the South. The duties of my present job are to talk before the public, to demonstrate cosmetics, to have a thorough knowledge of them and to know how to sell them."

Trainee 10.B.--"Without the splendid training I received at the Opportunity School, I could not earn my own living."

Trainee 12.B.--"My course in Beauty Culture, taken at the Atlanta Opportunity School, has enabled me to secure and hold my present position which gives me my livelihood."

Trainee 14.B.--"I am a beauty operator and I am using every bit of the training I received at the Opportunity School. It would be impossible for me to hold a job if I had not received the training. It would not have been possible for me to have taken the course at another school, because of the expense involved. I had no trouble in securing a job."

Trainee 16.B.--"My training at Opportunity School has meant the start in my profession."

Trainee 17.B.--"My training has meant everything to me. Please don't discontinue Opportunity School. It is a salvation to girls like me."

Trainee 18.B.--"Training at this school prepared me for the position I now hold. Without this thorough and complete training, success for me would not have been possible."

Trainee 19.B.--"If I had not had training in the Opportunity School, I would not know any kind of work to do."

Number who submitted questionnaires - - -	9
Number who previously graduated from High School - - - - -	3
Number who dropped out of High School - -	4
Number who dropped out of Elementary School -	2
Time on present job: Range from 3 months to 4 years. Average 1 year 8 months.	
Number who secured jobs in Trade Millinery after attending Opportunity School - - -	5
Number who secured jobs in Trade Millinery while attending Opportunity School - - -	4
Number who worked in some other line of work before coming to Opportunity School - -	5
Number who had never worked before coming to Opportunity School - - - - -	4
Number who have worked continuously since attendance at Opportunity School - - -	4
Number who have had only one job since attending Opportunity School - - - -	5
Number who have had two or more jobs since attending Opportunity School - - - -	4
Number who are now employed - - - - -	9
Number who state that they attribute their success in securing their jobs to the training they received at Opportunity School - - -100%	
Number who state that they attribute their success in holding their jobs to the training they received at Atlanta Opportunity School -100%	
In giving their reasons for attending the Opportunity School, I find that:	
The number who state that a job was promised for which the training was needed - - -	1
The number who state that they had specific jobs in view, which they believed they could get if they secured the training - - -	5
The number who stated that they took the training because they were compelled to go to work at once - - - - -	4

The average number in the families of these workers - - - - -	5.4
The average number in these families who are working - - - - -	2
The average number whose support is being contributed to by each of these Trade Millinery workers - - - - -	2.5

The following is a list of the desirable characteristics of an employee in a millinery shop who is frequently also a saleslady, according to the ideas of our former trainees now on the job:

Pleasing personality	Good Health
Perseverance	Agreeableness
Poise	Pleasing appearance
Tact	Cleanliness

The millinery trade is a seasonable trade. At certain seasons of the year there is a brisk demand for workers. At other times the demand is light.

Upon my request Mrs. Swearinger, the instructor and co-ordinator in the millinery department submitted a report on June 1, 1933, as shown in Table VIII.

TABLE VIII. REPORT OF MILLINERY INSTRUCTOR RELATIVE TO TRADE MILLINERY TRAINEES.

Graduated in 1928-29 Class - - -	22
Placed in millinery work - - -	17
Now plying the trade - - -	9
Placed in other lines - - -	2
Graduated in 1929-30 Class - - -	18
Placed in millinery work - - -	11
Now plying the trade - - -	8
Placed in other lines - - -	1

Graduated in 1930-31 Class	-	-	-	-	18
Placed in millinery work	-	-	-	-	15
Now plying the trade	-	-	-	-	10
Placed in other lines	-	-	-	-	2
Graduated in 1931-32 Class	-	-	-	-	18
Placed in millinery work	-	-	-	-	12
Now plying the trade	-	-	-	-	9
Placed in other lines	-	-	-	-	1
Graduated in 1932-33 Class	-	-	-	-	31
Placed in millinery trades					
by February 28th	-	-	-	-	14
Now plying the trade	-	-	-	-	20
Placed in other lines	-	-	-	-	3
Report of Placements of 1932-33 Students					
Part-time work done by students:					
Selling hats	-	-	-	-	4
Making hats	-	-	-	-	14
Making ties	-	-	-	-	11
Operating Power Machines	-	-	-	-	3

A recent survey showed that most of the graduated students, who are not working in shops, were making hats for their customers at home.

The following information, gleaned from school records and the reports of the teacher in trade millinery and corroborated by the facts I found during my research, is of interest:

Learner 1.M. was placed at Josephine Millinery Shop after being in school only 6 weeks.

Learner 2.M. was placed at Le Mailrice Hat Co. She was promoted to Assistant Manager in 6 months. She is now with the Josephine Millinery Shop.

Learner 3.M. came to us as part-time saleslady. She took the Millinery course and was placed again at E. L. Rhodes Co. where she has steady employment.

Learner 4.M. was placed at Josephine Millinery Shop

as a copyist. She has advanced steadily and is now the designer and employes the work-room help. She employes only Opportunity School girls.

Learner 5.M. was placed at the American Hat Co. She was re-placed at E. L. Rhodes Co. This girl is a cripple but she does good work.

Learner 6.M. was placed at Keely Co. in millinery work. She is now at the American Hat Co. where she has steady employment.

Learner 8.M. was placed with J. P. Allen Co. in 1929 just before graduation. She has had her job for 4 years and has been promoted repeatedly.

Learner 10.M. was placed at Josephine Millinery Co. She was transferred to Saul's Co., where she is steadily employed.

Learner 11.M. was placed as part-time saleslady in the Le Maitrice Millinery Shop while taking the course. She is now employed at Josephine Millinery Shop as a saleslady.

Learner 12.M., having only one limb, was accepted from the Department of Rehabilitation for training. Upon graduation she was placed with the American Hat Co. She has steady employment and helps to support her aged father.

Learner 13.M. was placed with the Standard Hat Co. She has worked steadily to date and has been the sole support of her family.

Learner 14.M. was a former millinery department head. She took millinery designing, working part of the time while in school. Since graduation she has worked steadily at Harper Hat Co.

Learner 15.M. was placed with E. L. Rhodes Co. as a stock girl. She was promoted to checker in three weeks. She was chosen by one of the firm to open a retail shop in the capacity of head saleslady within a year. She is now with Mr. Jackson, successor to the Burch Millinery Company.

Mr. C. R. Perry of the American Hat Company was very much interested in the Opportunity School and expressed himself as willing to cooperate with the School. He thought favorably of the plan contemplating the sending of worthy

applicants to the Atlanta Opportunity School for pre-employment training, with a statement that he would be disposed to give them employment, when he had openings, if they proved satisfactory in training.

Mr. Cohen of the Standard Hat Company was favorably disposed toward a plan contemplating the sending of applicants of promising qualifications to the Atlanta Opportunity School for pre-employment training with the understanding that they would be employed if they proved satisfactory in training.

B. CONCLUSIONS

The extent to which the training in trade millinery is functioning on the jobs of those, who submitted questionnaires and whom I visited on the job, is high. In many cases it is practically 100%. The only training which these girls have had for their jobs has been that which they received at the Opportunity School.

All trainees, submitting questionnaires, state that the training they received at the Opportunity School made it possible for them to secure their jobs and that they attribute their success in holding these jobs to this training. Miss Frances De Lay, a former pupil of the Opportunity School and now in complete charge of the work room at Josephine Millinery Shop, states in regard to the girls in her workshop, "All our employees are Opportunity School girls and I will consider no others for I know what their training has been". Mr. H. H. Miller, manager of the Josephine Millinery Shop, says, "You are doing a

fine piece of work. We plan to use only Opportunity School girls in our shop. We plan to use more of them. The technique you teach is splendid. Teach them a little more speed and you will be O.K."

Basing my judgment upon the information contained in the questionnaires and upon these considerations, I rated the functioning power of the millinery training at the Opportunity School on the jobs of the individual trainees who submitted questionnaires. The average of these ratings is 95%.

C. WHAT OUR TRADE MILLINERY TRAINEES SAY.

Since I am convinced that the endorsement of our trainees of former years, who are now on the job, is a strong indication that our training is functioning on their jobs, I quote the following from questionnaires now on file in the Office of the Atlanta Opportunity School:

Trainee 1.M.--"The training I have received at the Opportunity School made it possible for me to obtain the position I now have."

Trainee 2.M.--"The training I had has meant much to me. I am now designing, remodeling and making hats. I could not have even asked for the job without the course you gave me."

Trainee 3.M.--"The millinery course I studied has meant everything to me. I didn't seem to be getting anywhere with the things I tried to do, but now I am doing the things I love to do and know how to do. There is an art in knowing how to copy and make a hat."

Trainee 4.M.--"I have complete charge of the work room at Josephine Millinery Shop, i.e. designing hats and superintending the making of millinery. I give full credit to the Opportunity School for my present position and my hopes for the future. It is true that a person must have the desire to succeed, else the best of

training is lost. I had served an apprenticeship in a well known millinery shop several years previously, but the training received there was passe for present day millinery. The course offered at the Opportunity School is as nearly complete and thorough as a course may be. It gives the student a thorough knowledge of every phase of millinery."

"In our workshop we are endeavoring to give the girls the practical experience necessary to succeed in millinery. All are Opportunity School girls and I will consider no others, for I know what their training has been. I think the Opportunity School is a wonderful institution and I am for it one hundred per cent. That is what a democracy should be, an equal opportunity for all, and in that the Opportunity School is truly democratic."

Trainee 6.M.--"If it wasn't for my training at the Opportunity School, I would not have my job."

Trainee 9.M.--"My success in Millinery has certainly been due to my training at the Opportunity School and I appreciate all that was done for me by Mrs. Swearingen and the faculty."

V TRADE SEWING COURSE

A. DATA FROM QUESTIONNAIRES, SCHOOL RECORDS, ETC.

Research among trainees of the past in Trade Sewing was found to be rather difficult. Many of these were found to be at work in their own homes, sewing for their own clientele. Many had recently changed their home addresses. Others, who had been employed recently, were no longer employed at these places. I have, therefore, limited my study to those who sent in questionnaires. (See Item VIII of Appendix for "List of Trade Sewing Trainees Who Returned Questionnaires"). Seven submitted questionnaires, from which the data was tabulated and the following results appear as in Table IX.

TABLE IX. DATA CONCERNING TRADE SEWING TRAINEES.

Ages: Range 25 to 37 years. Average 33 years.	
Duration of Attendance: Range from 8 months to 12 months. Average 9 months.	
Average per cent of subjects functioning on job - - - - -	56%
Five of these did work in their own homes for their own customers.	
One was employed by the Helen Noel Shop and another by Sears Roebuck Company	
One stated that she took trade sewing to enable her to fill more efficiently the job she had.	
Three stated that they had specific jobs in view which they believed they could get if they took the training.	
Two stated that they took the training because they felt that they were compelled to secure work at once and selected this field in which to work	
All seven are at present employed	

' Six stated that they attribute their success in
' securing their jobs to the training they received
' at the Atlanta Opportunity School.
'
' Six stated that they attribute their success in
' holding their jobs to the training they received
' at the Atlanta Opportunity School.
'
'

B. CONCLUSIONS

The training in this department does not appear to be functioning strongly on the jobs of our trainees as a trade subject. It functions more strongly as a home sewing proposition. True, many of the trainees are taking in sewing in their own homes for pay, i.e. serving their own clientele, and making a living at it. And during this period of depression, when many who have jobs in industrial plants are working for a pittance, the worker in her own home shop after all, often makes more than she could by working outside, if perchance she could get outside work at all. It would appear, therefore, that we are serving a worthy cause, if we can take these people who need to become self supporting and teach them to ply a trade in their own homes which will make them self supporting.

Two of those who answered the questionnaires were working in shops outside of their homes, one at Sears Roebuck Company and another at Helen Noel Shoppe. Several, who had worked in this department, later took power-sewing-machine operation and were found to have employment in this line of work.

The average per cent of functioning power of the training in Trade Sewing on the jobs of the trainees who sent in questionnaires, I have estimated to be 56%.

C. WHAT OUR TRADE SEWING TRAINEES SAY.

I believe that the statements of former trainees, who are now on the job, as to what our training has done for them bear strong testimony concerning the degree to which our training has functioned on their jobs.

I, therefore, quote the following from the questionnaires of some of these trainees in Trade Sewing:

Trainee 1.S.--"My training at the Atlanta Opportunity School has given me self confidence and I am certain that I can successfully fill any order that comes to my shop. I ply my trade in my home and serve my own clientele in taking measures, planning, cutting, fitting, and finishing garments."

Trainee 3.S.--"My training in sewing has been a success. I get all the sewing I can do in my home."

Trainee 4.S.--"The duties of my present job are costuming and tailoring. I had been doing costuming before, but realized that I needed special training to improve my workmanship in all lines of sewing and to enable me to get better prices for my work. Yes, I attribute my success to my training at the Opportunity School."

Trainee 6.S.--"I am employed as assistant manager in a designing and dressmaking business. My duties are to take orders, to design, cut, fit, and to exercise general supervision over the work room. I owe my success to the training I received at the Atlanta Opportunity School and to your teacher who secured my position for me."

Trainee 7.S.--"Although I had a correspondence course in sewing and had sewed for many years, I have learned at the Atlanta Opportunity School how to fit and finish a garment that satisfies my customers and myself as well. My present duties include cutting, fitting, altering, sewing, tailoring, etc."

VI OFFICE APPLIANCE COURSE

A. DATA FROM QUESTIONNAIRES, SCHOOL RECORDS AND INTERVIEWS.

The Office Appliance Course is a new course. Two years ago we had but one calculator. This year we have twenty calculators and comptometers, and three book-keeping machines. (See Item IX of Appendix for "List of Office Appliance Course Trainees Covered by Research").

Learner 1.0.--Was given two weeks to learn enough about the calculator to hold her job. She came to the Opportunity School, did intensive work, succeeded and still holds her job.

Learner 50.C.--Took calculator training at the Opportunity School, stood examination on it and got the job which she still holds.

Learner 2.0.--Was given a short time to learn enough about calculator to hold her job. She held her job. She worked eight months on this job, where she operated the calculator in connection with her other duties. She is not now using the calculator.

Learner 3.0.--Took calculator training at the Opportunity School while employed on a part-time job where the use of the calculator was necessary. She is temporarily unemployed.

Four trainees submitted questionnaires from which the data has been tabulated and the following results appear:

Ages: Range from 22 years to 32 years. Average 26 years.

Duration of Attendance: Range from 2 weeks to 4 months.

All are now employed.

Three state that they attribute their success in securing their jobs to the training they received at the Atlanta Opportunity School.

All four state that they attribute their success in

holding their jobs to the training they received at the Atlanta Opportunity School.

Three operate calculators in conjunction with their other duties on the job. One does nothing but operate the calculator on her job.

Two others are included in this research who did not submit questionnaires, both operated calculators for a time after they left the Opportunity School. One changed her job and is not now using the calculator. The other is not now employed.

B. CONCLUSIONS

The degree to which the training in this department has functioned on the jobs of the trainees is greater than is revealed by the research made. The functioning power of the training is practically 100%, if the trainee has used the training at all on the job. During this year, many have come to us eager to take the training, with the statement that if they had known how to use the appliances they would not have been laid off. They stated that the offices were keeping skeleton forces of employees who could do any and everything which might need to be done in an office. A few came to us with the statement that their employers had promised to retain them if they would learn how to operate calculators within a certain time. A few claimed that they had been promised employment if they would at once learn to operate calculators or bookkeeping machines.

A number of our students, taking the regular

commercial courses, insisted on taking the training because they believed that office work is rapidly becoming mechanized and that the person who can operate office appliances has a chance to secure employment where the person who cannot operate them has no chance.

The Burroughs Adding Machine Company has co-operated with us splendidly this year. They state that their chief aim is to increase the demand for and sale of their appliances. They have been operating a school for the training of calculator and bookkeeping machine operators in the past at a loss. They charged \$40.00 and \$50.00 for these courses but have practically abandoned this training and are referring many who want the training to us.

The average per cent of functioning power of the training in the Office Appliance Course on the jobs of the trainees, who submitted questionnaires, I have estimated to be 80%.

C. WHAT OUR OFFICE APPLIANCE TRAINEES SAY.

Trainee 1.0.--"I use the comptometer only on my job. Your training at the Opportunity School helped me to secure my job and I attribute my success in holding this job a great deal to that training."

Trainee 48.C.--"I attribute my entire success to the Opportunity School. Two weeks after graduation, I secured my present position, and with the thorough training received, I have held it to the entire satisfaction of my employers."

Trainee 49.C.--"The Opportunity School holds a very dear place in my heart and has made it possible for me to be financially independent."

Trainee 50.C.--"I have been with my present firm three and a half years. I have their promise of a job using a calculator within the next few weeks, for which I am qualified due to my training at Opportunity School". (In a conversation with this person over the telephone, she informed me that she is now operating the calculator.)

VII POWER SEWING MACHINE COURSE

A. DATA FROM QUESTIONNAIRES, SCHOOL RECORDS AND INTERVIEWS.

It was impossible to collect information of much value through questionnaires from operators of power sewing machines. Two questionnaires, however, were received and the information on these was interesting and valuable. These people, as a rule, have no phones and they change their residences frequently. Their employers often do not know that they are working in their plants without consulting their pay rolls. There is a state of unrest and a general unsettled condition of affairs in all of these plants. This is caused, in part, by the confusion incident to an adjustment to the requirements of the National Recovery Act.

The following plants were visited and a conference had with their managers or superintendents:

Sauls Kleinberg Co.,	-	-	-	236 Nelson St.
Crescent Dress Mfg. Co.,	-	-	-	116 Mitchell St.
Dixie Dress Mfg. Co.,	-	-	-	84½ Pryor St.
Crown Mfg. Co.,	-	-	-	201 Marietta St.
Wilson Shirt Co.,	-	-	-	180 Trinity Ave.
Cluett Peabody Co.,	-	-	-	East Point, Ga.

Fifteen trainees from the Power Sewing Machine department were definitely traced and found to be working at their trades, either at the present or to have very recently been so doing. (See Item X of Appendix for "List of Power Sewing Machine Trainees Traced").

At Sauls Kleinberg I had an interesting conversation with the manager. I found three of our trainees working there, while two others had recently worked there.

Trainee 1.P. was operating a power hemstitching machine. She was rated as a good worker and had been on the job for 6 months.

Trainee 2.P. had been with the company for over a year and was doing well.

Trainee 3.P. had been with the company 7 months and was doing well.

Trainees 4.P. and 5.P. had recently left the employ of the company, one having been there one year and the other several months. Both did good work.

At the Crescent Mfg. Co., I had a conversation with Mr. Harry Constangy, the manager. I found that one of our trainees is now employed here and another had been employed up to the closing of the shops at the end of the last season.

Trainee 6.P. was reported as a good operator. She has been with the company for 18 months.

Trainee 7.P. had been with the company until they suspended work at the close of the last season.

At the Dixie Dress Mfg. Co. I had a conversation with the manager, Mr. M. S. Tesler. This shop was closed down until August 1st.

Trainee 8.P. was reported on the job. She had been with the company for 15 months and had received several raises in pay and was doing splendidly. This girl had received only about one month's training on our power machines when she secured the job. Her employer considers her an expert operator.

At the Crown Mfg. Co., I talked with one of the office force. The shops were closed down until the week end. They had just taken over the Faye Frock Inc. and were employing a very small number of operatives during the period of adjustment.

Trainee 9.P. secured her job with this company after 3 weeks training at our school and has held the job ever since.

Trainees 10.P to 13.P. are not now employed by this new company but had been employed by the Faye Frock Mfs. Co.

Trainee 10.P. secured her job with the company after four days of training and held it for several months.

Trainee 11.P. did hemstitching for the company for about one year. She did good work.

Trainee 12.P. worked for the company for a year. She did well.

Trainee 13.P. secured her job with the company after 1 or 2 weeks training. She did good work.

At the Wilson Shirt Co., an interesting conversation was held with Mr. W. M. Wilson. He was really enthusiastic about the Opportunity School program for the pre-employment training of selected power machine operatives.

At the Cluett Peabody Co., an interesting conference was held with Mr. A. D. Guy, the manager. A number of his employees in the past had come from the Opportunity School and they had been well trained.

Seven of the trainees in Power Machine operation whom I traced are working at present, as above indicated. The others have been recently employed and did good work on their jobs. They are probably working at present, but due to the unsettled condition of the garment business, I was not able to locate them. Our last information concerning them indicated that their training was functioning well on their jobs.

On the two trainees who returned questionnaires, I find an average rating of 80% of the functioning power of their training at the Opportunity School as applied to their jobs. I consider that this would be a fair rating for all of those who are now working.

B. CONCLUSIONS

A great deal of difficulty was encountered in tracing our trainees in power machine sewing. During the depression, many of the shops have been running on skeleton forces or have shut down entirely. Their employees have been scattered everywhere, many of them have moved, have left the city, have gone to work for other firms or have taken up other lines of work. Where they have been at work at all on power sewing machines, the training which we gave our trainees has functioned to a high degree. They are holding these jobs solely because of that training and are applying practically all we have taught them on their jobs. I am rating the functioning power of this training on the jobs of those who are at work at 80%. This training functions high among those who are now using it. Among those who are temporarily unemployed, it did function high when they were employed. The fact that they are now unemployed is no fault of their own, for many of the shops have closed down and threw many experienced and expert operatives out of work. But conditions are rapidly improving now, many shops are resuming operations and employing operatives. The managers believe that there will be a strong demand for the operatives which we may be able to train this Fall.

Mr. A. D. Guy, manager of the Cluett Peabody Co. stated that his concern was doing a good business now and that they were shipping their products just as fast as they could get material. He is adding to his force continuously and needs trained operatives. He thinks favorably of the

plan of selecting desirable applicants and sending them to us for pre-employment training. He indicated that it might be possible for him to furnish the school several machines for training purposes.

Mr. W. M. Wilson, of the Wilson Shirt Co. stated that he was very much interested in the Opportunity School's work in training power-sewing-machine operatives. He stated that he was willing to cooperate with the school in every way possible. He is favorably disposed toward the plan of sending promising applicants for pre-employment training with the understanding that they will be employed if they prove satisfactory during their training course. He stated that he had some ideas or plans to suggest in the near future and that he would be disposed to contribute something in the way of material, machinery or otherwise toward the cost of this training.

C. WHAT OUR POWER SEWING MACHINE TRAINEES SAY.

Trainee 1.P.--"I already had a fair knowledge of sewing but in order to get a job I had to know how to run a power machine. I went to the Opportunity School for one week and learned to run a power machine. While at the school, I learned quite a few things in sewing which have helped me. My present duties are hemstitching, matching work, etc. I am in line for promotion to sample cutter or assistant designer."

Trainee 9.P.--"I am employed by the Crown Mfg. Co. I secured this job after being trained for three weeks at the Opportunity School".

VIII SALESMANSHIP COURSES

During the last two years we have continuously conducted classes in salesmanship, both in our central school building and also in the stores as extension classes. All members of these extension classes have been employed people and the training has been given in their respective places of employment.

After the early morning classes, the teacher has mingled with her trainees as they waited on customers. In this way she has noted how they have applied their training on the job and has been in position to make further suggestions to them as to how they might better apply the training she was giving them.

The managers and heads of departments in every store, have given our teacher their hearty cooperation and support and they have mentioned the increased number of sales and the improvement in the personnel of their employees, which apparently resulted from the training given.

This report covers five extension salesmanship classes, which were held during the scholastic year of 1932-1933, as follows:

1. S. H. Kress & Co., 73 Whitehall Street, Mr. Moore, manager, 29 lessons for each employee, extending from Oct. 3 to Nov. 30, 1932. Enrollment 60, average attendance 57, divided into two sections.
2. S. H. Kress & Co., 43 Whitehall Street, Mr. L. R. Hill, manager, 20 lessons for each employee, extending from Oct. 25 to Nov. 30, 1932. Enrollment 63, average attendance 59, divided into two sections.
3. Silvers Five & Ten Cent Co., 117 Whitehall Street, Mr. Moore, manager, 24 lessons for each employee,

extending from Jan. 3 to April 6, 1933. Enrollment 29 average attendance 25.

4. Grand F. & W. Stores Inc., 97 Whitehall Street, Mr. Wilkins, manager, 23 lessons for each employee, extending from Jan. 4 to April 7, 1933. Enrollment 36, average attendance 30.

5. McCrory Stores Corp., 47 Whitehall Street, Mr. M. Remhardt, manager, 8 lessons for each employee. Enrollment 20, average attendance 16.

(See Items XI, XII, XIII, XIV and XV of Appendix for lists of employees of above establishments who took training).

The classes were held in a rather informal way, the employees being encouraged to ask pertinent questions at all times. The use of the time was conserved to the best interest of all. The writer attended the classes frequently and was impressed by the interest manifested by the employees.

The following is a general outline of the Salesmanship Course as given at the S. H. Kress Company, and the other stores, above mentioned:

1. The opportunities for salespeople.
The need of a salesmanship training course.
The three fundamental principles of selling.
2. The application in detail of these three principles.
3. The Selling Job -
Salespeople versus Order-takers.
Today stores competing in best Service rendered.
4. Suggestive Selling -
A positive and definite need for this extra service.
5. Steps of the Sale -
A detailed analysis covering what the girl must actually do and say. Not based on theory alone.
This discussion covers several lessons.

6. The Pre-Approach -
Getting merchandise ready.
Getting salesperson ready.
Learning merchandise information.
7. The Approach to get the Customers' Attention -
Actual greetings to be used - based on store policy.
8. Gaining the Customers' Interest -
By a thorough display of merchandise.
9. Gaining her Desire -
By telling the Customer the advantages of the merchandise.
Discussion of talking points and how to use them.
10. How to meet Objections -
Where to find out about the merchandise.
11. How to close the Sale -
12. A Demonstration Sale -
13. How one's earning capacity is increased by development of her positive qualities.
14. Discussion of most important qualities for a sales person.
15. Health as it affects earning capacity -
Care of feet and shoes.
16. Prevention of Colds and Headaches and other common disorders.
17. The definite application of courtesy to customers at every stage in the sale.
18. Co-operation with management and other employees in making things run smoothly.
19. A general review, and answers to questions by the employees.

Note:

The girls assisted the instructor by bringing merchandise from their departments to the class for an open discussion on display and talking points.

Some one of the managers "sat in" on most of the classes and wanted to co-operate on the selling floor.

A similar outline of the same course on Salesmanship was presented to the employees in the form of questions,

as follows:

SALESMANSHIP COURSE.

A course in Retail Selling as offered by the Atlanta Opportunity School at your store from 8 A.M. to 8:30 A.M., two or three days per week, will answer the following questions. The discussions will be from the viewpoint of the practical sales girl.

1. Do you know the difference between a sales-person and an order-taker? Which are you?
2. Can you meet a customer so as to secure her attention?
3. Can you make a 100 per cent demonstration of your merchandise to your customer?
4. Can you describe your merchandise in such a way that the customer will desire it?
5. Have you the command of several words to describe your merchandise? Can you select the best word to describe a particular article?
6. Do you know your merchandise so well that you can meet your customers' objections?
7. Where can you find out about your merchandise?
8. Since you cannot antagonize a customer and influence her at the same time, name several ways in which you may unconsciously displease instead of please her.
9. Can you help the customer make up her mind more quickly? In what ways can you do this?
10. Can you make suggestions that will lead your customer to buy?
11. Do you understand why stock-keeping is so important?
12. Do you think that your personality can be developed? How would you try to improve it?
13. Can you think of any ways in which you can improve the service in your store?
14. What would you consider good manners for a business girl?
15. What qualifications should a sales-person have, to be satisfactory to the employer, the customer, and other employees?

16. Do you know how to take care of yourself so that you will increase your earning capacity?
17. Review a number of demonstration sales.

The extent to which the training in Salesmanship in extension classes functioned on the jobs of the trainees was high. The training was made directly applicable to the specific jobs of the salesgirls, who were being taught. These girls frequently brought wares from their own counters to the class room for demonstrating how sales should be made. Their individual problems were studied and the instruction was made to meet these situations.

Mr. L. R. Hill, manager of the S. H. Kress Company, of 43 Whitehall St., in a letter to the Board of Education, makes the following statement:

"Our salesforce has shown a great improvement in their work since having this instruction and we feel that it is a very worth while work for those whose advantages in life have been few. It gives them a very practical course in salesmanship that is an asset that anyone would profit by. Not only are they instructed and helped in our business, but we feel it will help them in any business that they might go into."

Mr. Reinhardt, manager of the McCrory Stores Corp., in a letter to the Assistant Superintendent, makes the following statement:

"It has been a pleasure I assure you to have had Mrs. Kitchens with us for the past month, as Saleslady Instructor. It has been beneficial in every way to all of my employees and I hope you will allow her to return for another month in the very near future."

Mrs. M. E. Pope, one of the students in the Opportunity School, makes the following statement in regard to the benefits she has received:

"I have been greatly benefitted by the lessons in

Salesmanship. I have been in the millinery business six years and carried a line of hosiery and ladies ready-to-wear in connection with millinery. Not having experience in selling so handicapped me that I lost out in my business. With the knowledge gained since entering the Opportunity School, I am confident I could have made a success of my business. With this confidence I am again establishing a shop."

In this thesis, I have evaluated in percentage the functioning power of the training given as applied to the job only in the individual cases where I had questionnaires filled in and returned by the trainees. I felt that I could do this with some degree of mathematical precision only when I had the data contained in the questionnaire to back up my judgment. This condition obtained in the cases of the trades heretofore discussed, in which I have given numerical evaluations. But in the case of the exact degree to which the training in salesmanship has actually functioned on the jobs of the trainees, the numerical evaluation might be too much a question of personal judgment biased by personal opinion. However, I will say that the functioning power of the training was high basing my statement on the following evidence:

1. Upon my frequent visits to the extension Salesmanship classes I always found a keen interest manifested on the part of the trainees. The average attendance of all these classes was over 90% of the enrollment.
2. The subjects discussed and the training given were limited exclusively to what was actually needed on the job.

3. The managers and employers were pleased with the course and asked for more such training in the future.
4. The managers' report much improvement in the work of the sales force. Note the statement in the above copy of a letter from Mr. Hill of S. H. Kress:

"Our sales force has shown a great improvement in their work since having the instruction and we feel that it is a very worth-while work."

Also note the statement in the above copy of a letter from Mr. Reinhardt of the McCrory Stores:

"It has been beneficial in every way to all my employees and I hope you will allow her to return in the very near future."

IX SHOW CARD LETTERING COURSES

Since October 4, 1932, we have conducted both day and evening classes in Show Card Lettering. These classes have been very successful. The evening classes have been composed almost entirely of employed people from a large variety of trades and occupations. These employees are taking the work because they are persuaded that it will make them more valuable on their jobs.

The rating of this training, as to the extent to which it functions on the job, is rather high in the cases where the trainees have applied it. The object of the training has been, not to prepare a lot of persons to enter the sign painting profession, but to train persons who already have jobs to become more efficient employees and to become more valuable to their employers by being able to rapidly produce creditable and pleasing show cards for advertising their employers' services or wares.

The training is especially valuable to ambitious employees in drug stores, grocery stores, department stores and eating establishments, and to the proprietors of a great variety of small shops, as beauty culture, barber, millinery, dress making, food vending shops, etc.

I am making a report on seven of these trainees by quoting from letters which they have written to the School:

Stuart Moore, with Chas. A. Moore Clothing Company,
"As to the benefit derived from my course in show card writing, I will say that I have found this a very big asset, and one that I now consider indispensable. Being in the business described above, I have the occasion to trim windows and also to attend to the

necessary decorating that is usual to this occupation. You may see that show-card writing is not only helpful, but essential."

Janie Near, librarian at O'Keefe Junior High School: "Every librarian, particularly the school librarian, has many signs to make. Your system of lettering has not only enabled me to make better signs, but it has been a great time saver to me."

Virginia Sewell: "The instruction which I received in the Show Card Lettering class of the Atlanta Opportunity School has enabled me to do quite a little show card and sign work for which I have received compensation at approximately the same rates paid to regular sign companies. Some of the firms for whom I have done work are: Mangel's Whitehall Store, Mrs. C. H. Smith Millinery Shop, Jones Clothing Company and others."

L. A. Watson, with Snellings Grocery Company: "I am using it on my job. I use it on the side very much. It really has meant about twenty or twenty-five dollars of profit to me on the side in addition to my present job."

Uriah Heeter, engraver with Maier and Berkele Inc., 111 Peachtree Street: "I have attended class about ten nights and it has helped me in making cards for the firm which is a part of my job."

E. L. Murphy, with Central Motors: "As our stock of cars change from day to day, some one was needed who was familiar with a brush, so as not to disfigure the merchandise with a poor sign. I have not gained a promotion by it but have gained favor with the manager of my department."

Cecil H. Davis, clerk with Southern Freight Tariff Bureau: "Show card and sign writing has interested me for years and this is the first time I have had an opportunity to study it. I have been painting tariff numbers and names on tariff binders, also I have made a number of small signs for the office. I have painted only one sign so far for which I received remuneration."

As no questionnaires were sent out to trainees in show card lettering, I have made no attempt to evaluate the functioning power of this training on the jobs of the individuals. Many of the trainees reported that they were using the training in making show cards in their business as the occasions

arose. But as making show cards is a side line or auxiliary duty in a great variety of diverse trades, its evaluation in numerical terms is rather difficult. By referring to the above statements of trainees I judge that the functioning power of the training is rather high in the cases where it has been applied on actual jobs.

X CONCLUDING REMARKS

In beginning the research necessary for the preparation of this thesis, it was my intention to limit my investigation and report to 100 employed trainees who had attended the Atlanta Opportunity School since the summer of 1928.

However, I have traced, enumerated and reported on a total of 341 trainees in all in the previous pages. These were distributed among the departments as follows:

Commercial Course	-	-	-	-	-	50
Beauty Culture Course	-	-	-	-	-	37
Trade Millinery Course	-	-	-	-	-	25
Trade Sewing Course	-	-	-	-	-	7
Office Appliance Course	-	-	-	-	-	6
Power Sewing Machine Course	-	-	-	-	-	15
Show Card Lettering Course	-	-	-	-	-	7
Salesmanship Course	-	-	-	-	-	194

I have not attempted to report on those General Continuation subjects for the promotion of civic intelligence, in which it would be impossible to even approximate to what extent the English, spelling, arithmetic and civics taught were functioning on the jobs of the trainees or contributing to their success. For the same reason I do not report on the Shop Course for Boys, as this is a General Continuation Course. In the Special General Continuation Course for employed people, the teachers are held responsible for giving individual instruction, for selecting material that will function on the jobs of the

trainees and for following up or visiting these trainees on their jobs. This work has been carefully done by a co-ordinator in this department, who has kept careful records of her follow up and co-ordination work in the case of each trainee. This research does not go into the work of this department.

By way of a summary of this report, it will be recalled that the number of trainees submitting questionnaires from each course with the average per cent of functioning power of their training on their jobs was as follows:

Commercial Course	-	-	-	-	-	50 trainees
Average Functioning Power	-	-	-	-	-	81%
Beauty Culture Course	-	-	-	-	-	19 trainees
Average Functioning Power	-	-	-	-	-	97%
Trade Millinery Course	-	-	-	-	-	9 trainees
Average Functioning Power	-	-	-	-	-	95%
Trade Sewing Course	-	-	-	-	-	7 trainees
Average Functioning Power	-	-	-	-	-	56%
Office Appliance Course	-	-	-	-	-	4 trainees
Average Functioning Power	-	-	-	-	-	80%
Power Sewing Course	-	-	-	-	-	2 trainees
Average Functioning Power	-	-	-	-	-	80%
Number Submitting Questionnaires	-	-	-	-	-	91 trainees
Average Functioning Power	-	-	-	-	-	83.7%

This Average Functioning Power was obtained as follows:

Commercial	-	-	-	-	50 x 81%	-	4050
Beauty Culture	-	-	-	-	19 x 97%	-	1843
Trade Millinery	-	-	-	-	9 x 95%	-	855
Trade Sewing	-	-	-	-	7 x 56%	-	392
Office Appliance	-	-	-	-	4 x 80%	-	320
Power Sewing	-	-	-	-	2 x 80%	-	160
					<u>91</u>		<u>7620</u>

7620 divided by 91 = 83.7% AVERAGE FUNCTIONING POWER.

(See Item XVI of Appendix for "Comments on Limitations and a Suggestion").

APPENDIX

APPENDIX

ITEM I - COMMENTS ON HISTORICAL SURVEY.

My investigation has failed to disclose any instance where such a research or study has been made at another institution similar to the Atlanta Opportunity School. Whether or not such studies have been made is irrelevant to the purpose of this thesis. My aim is to collect definite needed data about a certain institution showing the value of its training to the trainees, employers and individuals of the particular community which it is serving. I am trying to evaluate the training given by one institution. For this reason, I have not considered it relevant, necessary or advisable to adhere to the old stereotyped forms for a thesis by giving my reader a list of rather irrelevant historical references. I have preferred to spend the time available for the research in making a direct study of the actual job conditions of our trainees and in making a definite report of my findings.

ITEM II - SUBJECT CONTENT OF TRADE COURSES AT ATLANTA
OPPORTUNITY SCHOOL

1. Stenographic Course

- a. Business English and Spelling - 4 units
- b. Commercial Arithmetic - 4 units
- c. Filing 1 unit
- d. Office Practice 1 unit

- e. Commercial Law 1 unit
- f. Typing 6 units, with speed
of 40 words per min.
- g. Shorthand and Dictation 6 units, with speed
of 100 words per min.

2. Secretarial Course

- a. Business English and Spelling 4 units
- b. Commercial Arithmetic 4 units
- c. Filing 1 unit
- d. Commercial Law 1 unit
- e. Typing 6 units, with a
speed of 40
words per min.
- f. Shorthand and Dictation 6 units, with a
speed of 100
words per min.
- g. Bookkeeping 4 units.

3. Bookkeeping Course

- a. Business English and Spelling 4 units
- b. Commercial Arithmetic 4 units
- c. Filing 1 unit
- d. Commercial Law 1 unit
- e. Typing 4 units, with
a speed of 30
words per min.
- f. Bookkeeping 8 units

4. Steno-Bookkeeping Course

- a. Business English and Spelling 4 units
- b. Commercial Arithmetic 4 units
- c. Filing 1 unit
- d. Commercial Law 1 unit

- e. Typing 6 units, with a speed of 40 words per min.
- f. Shorthand and Dictation 6 units, with a speed of 100 words per min.
- g. Bookkeeping 8 units

5. Beauty Culture Course

- a. Manicures
- b. Facial Massages
- c. Scalp Treatments
- d. Shampoos
- e. Finger Waves
- f. Marceles
- g. Permanent Waves
- h. Hair Dying
- i. Related Work in Cosmetiste
- j. Trade English and Spelling
- k. Related Mathematics

6. Trade Millinery Course

- a. Copying
- b. Remodeling
- c. Preparing
- d. Trimming
- e. Drafting Patterns
- f. Designing
- g. Moulding
- h. Braiding
- i. Embroidering
- j. Sketching
- k. Color Harmony
- l. Related English and Spelling
- m. Related Mathematics
- n. Retail Salesmanship

7. Trade Sewing Course

- a. Needle Work
- b. Study of Fabrics
- c. Drafting
- d. Fitting
- e. Draping
- f. Finishing
- g. Sewing Machine Operation
- h. Hemstitching
- i. Tailoring
- j. Repairing and Altering
- k. Related Science
- l. Related Mathematics
- m. Related English and Spelling

ITEM III- COPY OF THE QUESTIONNAIRE SENT OUT TO A NUMBER
OF ATLANTA OPPORTUNITY SCHOOL TRAINEES

STUDENT TRAINED AT ATLANTA OPPORTUNITY SCHOOL

Name _____ Address _____
Phone _____ Age _____

ATTENDANCE AT OPPORTUNITY SCHOOL

Date _____ Length of Time _____ Course Taken _____
Subjects being taken _____
Subjects completed _____

PREVIOUS TRAINING

Date of leaving regular school _____ Why _____ In what grade _____
If any other special training, state where _____ How long _____

PRESENT EMPLOYMENT

Firm _____ Employer _____
Kind of business _____ Your position _____ How long held _____
Dates _____ Hours work per day _____ Present salary _____
If you have received a recent cut on this job due to the
depression, state amount _____
Did you secure your present job before or after you started
to the Opportunity School _____

PREVIOUS EMPLOYMENT (BEFORE ATTENDING OPPORTUNITY
SCHOOL)

Firm _____ Employer _____
Kind of business _____ Your position _____ How long held _____
Dates _____ Hours work per day _____ Salary _____

RESULTS

Did you receive promotions while or after attending

Opportunity School? Yes _____ NO _____

Did you receive an increase in pay on your job while or after attending Opportunity School? Yes _____ No _____

SUBJECTS STUDIED (IMPORTANT)

Name all subjects (including English, spelling, arithmetic, etc.) which you studied at Atlanta Opportunity School, underscoring those which you are now using on your job, and placing a parenthesis () around those which helped you in getting a job, I.E. -----typing, (shorthand) indicate: That you are using "Typing" on your present job, and you were enabled to secure your job by knowing "shorthand", although you are not using this at present.

REASONS FOR ATTENDING OPPORTUNITY SCHOOL

- (a) Were you promised a position for which you needed training? Yes _____ No _____
- (b) Did you take the training to hold or fill more efficiently the job you had? Yes _____ No _____
- (c) Did you have in view a special job which you believed you could get and for which you needed training?
Yes _____ No _____
- (d) Did you have in view a promotion which you believed you could get and for which you needed training?
Yes _____ No _____
- (e) If you had never worked before, did you feel that you were compelled to go to work at once? Yes _____ No _____

- (f) If you had never worked before and there was no immediate need for you to work, did you fear that it might be necessary for you to work in the future? Yes____
No_____
- (g) State how many members of your family live in your home_____
- (h) How many of these are working?_____
- (i) How many of these are you helping to support? _____
- (j) Has your training at Opportunity School helped you to secure a job?_____If so, state just how_____
- (k) Do you attribute your success in holding your job to your training at the Opportunity School?_____
- (l) Name the duties of your present job and underscore the duties which your training at Opportunity School has prepared you to perform_____
-

REMARKS

Here you may state just what your training at Opportunity School has meant to you and how much it has contributed to your success. If you were handicapped by lack of previous training, and if you took certain subjects that made your success possible, give details below.

ITEM IV - COMMERCIAL WORKERS, TRAINEES OF ATLANTA OPPORTUNITY SCHOOL, WHO SUBMITTED QUESTIONNAIRES.

Adams, Sarah	Layfield, Ruth
Agee, Alma	Lee, Edna
Allen, Carol	MacKirgan, Frances
Appleby, Scott	Mason, Gladys
Armstrong, Marion	Means, Elizabeth
Beveridge, Delia	Mitchell, Margaret
Butts, Lillian	Morgan, John F.
Cannon, Bernice	Oliver, Virginia
Climmer, Doris	Passmore, Clyde
Commagere, Marie	Poli, Mrs. A. Paul
Deatz, Mrs. Nellie	Poole, E. C.
Edwards, Mary G.	Priest, John L.
Garber, Freda	Ragan, Christine
Garner, Sally	Roberts, Emily
Gayle, Ruth	Roberts, Eugenia
George, Ernest	Slappy, Ethel
Hall, Ruby	Smith, Florence
Harris, Mrs. K. Stewart	Spurlock, Elizabeth
Hudson, Elsie	Starr, Martha
Howard, Mrs. Agnes	Stevens, Idelle
Hutcheson, Mildred	Virgil, Mrs. Penelope
Hyde, Mrs. Ann	West, Minerva J.
Kennedy, Mrs. Cora	Westbrook, Winnie
Kimbell, Clyde	Wolfe, Elizabeth
Lawler, Josephine	Williams, Mrs. Helen

ITEM V - LIST OF MILLINERY TRAINEES TRACED WITH THEIR PLACES OF EMPLOYMENT.

Barry, Elizabeth	- - -	Josephine Millinery Shop
Black, Hazel	- - -	Josephine Millinery Shop
Bulloch, Vannie Lee	- - -	E. L. Rhodes
DeLay, Frances	- - -	Josephine Millinery Shop
DeLong, Jewell	- - -	E. L. Rhodes
Pickering, Lucile	- - -	American Hat Co.
Taylor, Louise	- - -	J. P. Allen's
Terrell, Virgie Mae	- - -	American Hat Co.
Wilson, Louise	- - -	Josephine Millinery Shop
Jobolenski, Nora	- - -	Saul's Co.
Stewart, Mrs. Irene	- - -	Josephine Millinery Shop
Smith, Florie	- - -	American Hat Co.
Stowe, Mrs. Meta	- - -	Standard Hat Co.
Donahoo, Frances	- - -	Harper Hat Co.
Delk, Virginia	- - -	Mr. Jackson
Blair, Reppard	- - -	E. L. Rhodes
McKinney, Dorothy	- - -	American Hat Co.
Parker, Mrs. A. M.	- - -	E. L. Rhodes
Patterson, Mrs. Elois	- - -	E. L. Rhodes

Taylor, Barbara	-	-	- Josephine Millinery Co.
Duncan, Marion	-	-	- Recently with Standard Hat Co.
Loudermilk, Lowena	-	-	- Recently with American Hat Co.
Mitchell, Mrs. Bessie	-	-	- Recently with American Hat. Co.

ITEM VI - LIST OF TRADE SEWING TRAINEES WHO RETURNED
QUESTIONNAIRES.

Allen, Mrs. Jess	-	-	- Shop in own home.
Hambrick, Mrs. W. L	-	-	- Shop in own home.
McMillan, Mrs. Fannie	-	-	- Shop in own home.
Plane, Elizabeth	-	-	- Shop in own home.
Price, Mrs. Essie	-	-	- Sears Roebuck Co.
Waldrop, Myrtle	-	-	- Helen Noel Shoppe.
Young, Mrs. Betty	-	-	- Shop in own home.

ITEM VII- LIST OF OFFICE APPLIANCE COURSE TRAINEES
COVERED BY RESEARCH.

Butts, Lillian	-	-	- Southern Railroad
Howard, Mrs. Agnes	-	-	- Ohio Match Sales Co.
Jones, Anne	-	-	- E. O. Atkins
Mason, Gladys	-	-	- Roxy Novelty Co.
Still, Christibel	-	-	- Southern Railway
Nash, Mrs. Jewelle	-	-	- Rich's Inc. Now temporarily unemployed.

ITEM VIII LIST OF POWER SEWING MACHINE TRAINEES TRACED.

Wells, Margaret	-	-	- Sauls Kleinberg Co. at present
Speer, Mrs. W. P.	-	-	- Sauls Kleinberg Co. at present
Zorn, Mrs. Nora	-	-	- Sauls Kleinberg Co. at present
Pruett, Mrs. Ivey	-	-	- Sauls Kleinberg Co. very recently.
Poole, Mrs. Vera	-	-	- Sauls Kleinberg Co. very recently.
Tarpley, Louise	-	-	- Crescent Dress Mfg. Co. at present.
Campbell, Mrs. Mattie	-	-	- Crescent Dress Mfg. Co. very recently.
Shephard, Mildred	-	-	- Dixie Dress Mfg. Co. at present
Miller, Mrs. S. A.	-	-	- Crown Mfg. Co. at present.
Sullivan, Elnora	-	-	- Faye Frock Inc.--Now Crown Mfg. Co. very recently.
Shelton, Mrs. D. S.	-	-	- Faye Frock Inc.--Now Crown Mfg. Co. very recently.
Briggs, Mrs. H. F.	-	-	- Faye Frock Inc.--Now Crown Mfg. Co. very recently.
Grogan, Della	-	-	- Faye Frock Inc.--Now Crown Mfg. Co. very recently.
Oliver, Mrs. F. S.	-	-	- Wilson Shirt Co. at present
Jones, Mrs. J. T.	-	-	- Wilson Shirt Co. very recently.

ITEM LEX - LIST OF EMPLOYEES OF S. H. KRESS & CO., 73 WHITE-
HALL STREET, WHO WERE TRAINED.

Aderhold, Sue
Aiken, Frances
Allen, Rosa
Andrews, La Rue
Bailey, Margaret
Barfield, Margaret
Baskin, Frances
Bearden, Dorothy
Bearden, Josephine
Bennett, Grace
Bradley, Kathryn
Brooks, Lucile
Chambers, Mildred
Conally, Lois
Crawford, Elizabeth
Crockett, Pauline
Dallas, Lollie
Davis, Minnie
Eggle, Mary
Geisberg, Dora
Gilbert, Annie K.
Glawson, Florence
Glaze, Gladys
Godsey, Nellie
Harbine, Ora
Harper, Mildred
Harris, Davis
Harris, Murtie
Holder, Addie
Holt, Ouida

Jackson, Louise
Jones, Fay
Landman, Cassie
Lawler, Hester
Locklear, Zena
Loyd, Edna
Morris, Mary
McKant, Kate
Nixon, Louise
Pientat, Magdalene
Puckett, Eula
Reagan, Beatrice
Royal, Nina
Stansell, Willie
Stewart, Gertrude
Still, Mary
Stone, Jimmie
Taylor, Mary
Teague, Chloe
Thaxton, Myrtle
Thomas, Margaret
Tucker, Beatrice
Vance, Margaret
Vansant, Louise
Watson, Easter
Weatherly, Ina
Wells, Virginia
White, Corinne
Wilson, Kate

ITEM XXI - LIST OF EMPLOYEES OF S. H. KRESS CO., 43 WHITE-
HALL STREET, WHO WERE TRAINED.

Allen, Edna Mae
Bartlett, Ruth
Bell, Margaret
Brown, Ione
Butler, Annie Lee
Cannon, Frances
Cannon, Magdelle
Clements, Cynthia
Cox, Luella
Crawford, Nell
Davis, Dorothy
Davis, Ellen
Fagan, Rosalie
Hamlett, Ruyle
Hayron, Evelyn

Long, Claire
Martin, Margaret
Martin, Inez
Morgan, Eva
Norris, Janie
O'Neal, Jence
Otewell, Genevieve
Pollock, Sarah
Pope, Tommie Lou
Pounds, Grace
Puckett, Ada
Pulliam, Grace
Ross, Mary
Rutledge, Evelyn
Sanders, Evelyn

Heath, Verdye
 Hilley, Lila
 Holden, Hazel
 Hollinsworth, Mary
 Holt, Doris
 Horner, Mildred
 Horton, Johnnie Lou
 House, Samantha
 Hughes, Ruth
 Huling, Alice
 Kennedy, Mildred
 Kingsberry, Mildred
 Knott, Jimmie Lou

Sewell, Helen
 Simpson, Martha
 Smith, Ethel
 Smith, Phyllis
 Spurlin, Sara
 Stevens, Idelle
 Story, Virginia
 Taylor, Anna
 Trainer, Eugenia
 Trawick, Lois
 Vansant, LaTrelle
 White, Hattie Mae

ITEM XIII - LIST OF EMPLOYEES OF SILVERS FIVE & TEN CENT
 STORE, 117 WHITEHALL ST., WHO WERE TRAINED.

Allen, Clara
 Bussey, Ethel
 Crumley, Gladys
 Crumley, Ella Mae
 Daniel, Edna
 Fincher, Hazel
 Gable, Orabelle
 Harper, Ethel
 Hulce, Mrs. Ella
 Jarrett, Ida Mae
 Jones, Estelle
 Mann, Elsie
 Mason, Mrs. R. M.
 Mauldin, Mary
 Moon, Darllene

Moss, Jimmie
 McCord, Elizabeth
 McWaters, Mrs. Louise
 Niles, Betty
 Parker, Mildred
 Pittard, Hazel
 Preston, Mary
 Reynolds, Evelyn
 Shields, Kenneth
 Shipp, Jewell
 Simpson, Mary
 Snellings, Nell
 Sockwell, Eva
 Webb, Evelyn

ITEM XIV - LIST OF EMPLOYEES OF GRAND F. & W. INC.,
 97 WHITEHALL ST., WHO WERE TRAINED.

Adams, Othello
 Brack, Martha
 Chandler, Sadie
 Chowning, Nettie
 Cofea, Mildred
 Crowder, Edith
 Evans, Merle
 Fortner, Mary
 Garner, Bertie
 Hicks, Annie Lou
 Hogan, Martha
 Holgood, Martha
 Hood, Ada
 Hornsby, Corinne
 Huss, Edith

Langley, Idalia
 Lowe, Sara
 Parham, Dorothy
 Petty, Grace
 Putnam, Janie
 Rawlins, Alberta
 Ridgeway, Sue
 Rogers, Augusta
 Shirley, Mary
 Snyder, Billie
 Sprayberry, Grace
 Speigel, Anne
 Stevenson, Elsie
 Taylor, Helen
 Webb, Christine

James, Para Lee
Jenkins, Mattie
Kirk, Emma

Wilson, Elizabeth
Winn, Mamie
Woodruff, Winnie

ITEM XIII - LIST OF EMPLOYEES OF MC CRODY STORES CORP.,
47 WHITEHALL ST., WHO WERE TRAINED.

Cobb, Ruby
Cooley, Ina
Day, Evelyn
Deal, Frances
Halen, Helen
Lee, Ruth
Miles, Bertha
McGuire, Lucile

Norris, Essie
Porterfield, Billie
Reynolds, Lucile
Vickey, Mrs. S. P.
Ward, Frances
Welch, Pearl
Wischmeyer, M.

ITEM XIV - COMMENTS ON LIMITATIONS AND A SUGGESTION.

In conclusion, may I state that a time more difficult for research and for the collection of data could not have been selected. Many offices and industries are running with only skeleton forces, and many have been closed entirely. Many of the best workers are temporarily unemployed, or have taken up work which is not in line with their training and which yields them only a pittance. Many workers have changed their home addresses, have discontinued their phones or have left the city.

Much time, in this research, was lost in making attempts to get in touch with parties, with whom contacts were never established.

The research should be conducted when the army of unemployed are busy, when salaries are more normal and when our trainees are able to secure employment in line with their training.

As a matter of fact, I have attempted to show how

the training of our former pupils is functioning on their jobs while we are at the very bottom of the depression. Just now, due to the vast amount of unemployment and the general upheaval in industrial conditions, much of the best and most expert training is not functioning at all.